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ABSTRACT

Provided are a procedural manual and a workbook for in-progress and post-assessment training of instructional supervisory competencies in special education. Five evaluation instruments are described, and directions for completing the instruments at the in-progress and post-assessment phases are given. Step-by-step procedures for analyzing competency are detailed for three stages (with corresponding work sheets): estimation of competence levels, determination of critical competency priorities, and diagnosis of competency needs in addition to planning training activities. (CL)

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A Diagnostic Assessment System for Professional Supervisory Competencies

PROCEDURAL MANUAL

FOR

IN-PROGRESS AND POST-ASSESSMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Document #12b

Special Education Supervisor Training Project

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INTRODUCTION

The Diagnostic Assessment System for Professional Supervisory Competencies, developed at the University of Texas at Austin, consists of an integrated set of instruments and procedures for assessing instructional supervisory competencies. The purpose of the system is to enable a graduate trainee or a practicing member of a supervisory staff to assess his or her instructional leadership competence. An array of twenty-four competencies provides the performance criteria upon which all procedures are focused. These competencies describe performances identified as "critical" to successful supervisory performance in seven task areas related to the improvement of instruction.

The materials and procedures constituting the assessment system have been designed for use at three different points in a training sequence: (a) pre-assessment, (b) in-progress assessment, and (c) post-assessment. The procedures for conducting each of these assessment phases are detailed in two manuals, one for pre-assessment, and another for in-progress and post-assessment. Both manuals contain a set of detailed instructions for data collection and competency analysis. The data collection section describes the assessment instruments and identifies the competency assessors. The competency analysis section consists of three stages designed to estimate competence levels, determine Critical Competency priorities, and diagnose needs for further competency development.

The assessment manuals are intended for use in both preservice and in-service settings by individuals interested in furthering their professional

growth and development as instructional supervisors. They are designed as working documents for use by the person being assessed and are, therefore, concerned solely with describing the step-by-step procedures required to complete the assessment process. No attempt has been made to discuss the programmatic assumptions or theoretical principles upon which the procedures are based. Such a discussion has, however, been included in another document,* to which the interested reader is referred.

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*Diagnostic Assessment System for Professional Supervisory Competencies, by M. C. Evans, B. M. Harris, and R. L. Palmer, Document #11, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975.

DATA COLLECTION

Instrumentation

The diagnostic assessment begins with the collection of data. Four different assessment instruments are used to obtain estimates of the assessee's level of professional performance on each Critical Competency. A fifth instrument, an interest scale, is used to obtain the assessee's perceptions of the relative importance of each Critical Competency in his or her particular professional situation.

The five instruments are described briefly as follows:

1. Critical Competency Performance Inventory (CCPI). The CCPI contains a set of twenty-four sheets describing the Critical Competencies in performance terms. Each sheet provides a statement of a competency, a rationale, and an illustrative example. The directions call for the assessor to sort these competencies into six categories that reflect the assessee's performance levels. (Time: 30-45 minutes)

2. Major Competency Assessment Inventory (MCAI). The MCAI is an instrument used to assess performances on a set of eighty-one Major Competencies that have been identified as logical components or subdivisions of the complex behavior patterns comprised by the Critical Competencies. The individual Major Competency statements are contained on eighty-one cards that are sorted into six categories reflecting the assessee's performance levels. These performance estimates are recorded on a score sheet used to produce a performance designation for each Critical Competency. (Time: 60-80 minutes)

3. Competency-Keyed Experience Inventory (CKEI). The CKEI consists of a checklist of 158 different activities related to the twenty-four Critical Competencies. The person being assessed uses the checklist to report his or her level of past experience with each activity. These activity scores are then combined on a score sheet to produce a performance designation for each Critical Competency. (Time: 60-75 minutes)

4. Knowledge Assessment Test (KAT). The KAT is a multiple-choice, paper-and-pencil test of cognition, consisting of items keyed to the Critical Competencies. It provides two performance designations, one for each Major Competency, and another for each Critical Competency. (Time: 80-90 minutes)

5. Critical Competency Interest Scale (CCIS). The CCIS is an interest scale for rank ordering the twenty-four Critical Competencies. The person being assessed reports his or her judgments of the relative importance of each competency in planning his or her professional growth program. (Time: 15-20 minutes)

Assessors

One of the major provisions of the Diagnostic Assessment System is for the extensive use of self-report data; but, because of the subjectivity present in self-assessment, it is also important to collect data from other knolwedgeable sources whenever possible. Even when data are secured from other assessors, however, the individual being assessed still constitutes the primary source of information about his own abilities.

At pre-assessment, other persons who are familiar with the assessee's work and with the Critical Competencies may not be available. Therefore, at pre-assessment, data are collected only from the individual being assessed using the data collection instruments as self-report procedures.

On the other hand, at in-progress and post-assessment phases, other knowledgeable assessors are quite likely to be available. Hence, these two phases each provide for two additional administrations of the CCPI, one to a person designated as a knowledge assessor, the other to a person designated as a skills assessor. These two additional assessors are required when conducting either the in-progress or post-assessment phase of the assessment system. The descriptions provided below are intended to assist you, the assessee, in designating particular individuals for these two roles.

Knowledge assessor. The knowledge assessor needs to be a person who is familiar with your level of comprehension and understanding of the knowledge prerequisites to successful performance of the competencies. This person's assessment will be based upon his or her perceptions of your

understanding of concepts, principles, and professional practices. In a preservice training program, the knowledge assessor could be a faculty advisor, course instructor, or other person who has interacted extensively with you in an academic context. In an in-service professional growth program, the knowledge assessor could be a superordinate or a colleague who has had opportunities to discuss, plan, and listen to you express ideas. This person might be a superintendent, a program administrator or director, or an outside consultant with whom you have worked.

Skills assessor. The skills assessor should be a field practitioner who has had many opportunities to observe you performing in a job situation. This person's assessment will be based upon his or her perceptions of your ability to successfully perform. In a preservice training program, the skills assessor could be a practicum or fieldwork supervisor who supervises you in practice situations. In an in-service professional growth program, the skills assessor could be anyone who has extended contact with you as you carry out your daily responsibilities as a professional practitioner. This person might be a principal, a teacher, a peer, or a program director who has spent a great deal of time observing you in the field or working directly with you.

Directions for Completing Instruments

This manual describes procedures for conducting the in-progress and post-assessment phases of the assessment system. The only procedural distinction between these phases concerns the instructions for completing the CCPI and the MCAI. At the in-progress phase, these two instruments are administered under forced-choice response conditions. This means that the assessor must assign a predetermined number of competency statements to each of the six response categories. At post-assessment, the two instruments

are administered under unrestricted response conditions. This means that the assessor is free to assign as many competencies to each response category as deemed appropriate.

Although there are two forms of the CCPI--Form A (unrestricted) for pre- and post-assessment and Form B (forced choice) for in-progress assessment--the MCAI has only one form. However, the MCAI contains different guidelines for categorizing competency statements under unrestricted and forced-choice response conditions. Before proceeding, check to see that you have the appropriate form of the CCPI and that you are using the correct guidelines for the MCAI. The unrestricted/forced-choice distinction does not apply to the other competency assessment instruments each of which is always administered the same way regardless of assessment phase. Each assessment instrument contains complete instructions for its administration.

To begin the data gathering process, you should arrange for the skills assessor and the knowledge assessor to complete the CCPI. You must have their completed CCPI score sheets on hand before the competency analysis can be conducted. While you are waiting for these other assessors to return their score sheets, you should complete all of the five assessment instruments.

Ideally, the KAT should be administered in a supervised testing situation. If, however, the KAT is to be self-administered, you should be aware that the test is designed to serve only as a diagnostic measure of knowledge level and not as an indicator of your overall competence. The KAT is simply a tool for your use in competency analysis. As such, the diagnostic findings will be seriously impaired by the use of textbooks or other resources to obtain answers to the items. You should administer and score the test in a single continuous session at a time when you are not likely to be interrupted and in a place where outside distractions will be minimized.

The other assessment instruments can be self-administered without any special problems. Nevertheless, the considerations just noted regarding time and place should also be applied to these administrations. Each instrument should be completed in its entirety before proceeding to the next. It is generally advisable to spread the data collection process over a period of two or more days in order to avoid fatigue. For the same reason, if all of the tests are to be completed at one sitting, short breaks should be scheduled between each test administration.

It should be obvious that the validity of self-report scores is largely determined by the objectivity of the self-reporter. To assure that you obtain worthwhile diagnostic findings, make every effort to respond to each instrument in a straight forward, rational, and unemotional manner. Avoid being "nice" to yourself, but do not be unduly modest.

When you have completed each of the five instruments and have received the CCPI score sheets from the other two assessors, you are ready to proceed with the competency analysis procedures beginning on the next page of this manual.

COMPETENCY ANALYSIS

Stage I: Estimation of Competence Levels

This stage of the competency analysis involves the use of a matrix analysis technique that consists of a series of steps for obtaining an overall competence level for each Critical Competency. Each competence level will be derived from the performance designations (H, M, L) on the assessment instrument score sheets and will be recorded as one of the five letter designations H, MH, M, ML, and L.

Interpretation of competence levels. In interpreting the competence levels, two cautions must be exercised. First, it is important to realize that each competence level is merely an estimate, and it would be unwise to assume complete validity even though fairly rigorous and systematic analytical procedures are followed in the process of obtaining them. Second, although the competence levels obtained during the post-assessment phase of the Diagnostic Assessment System do tend to indicate absolute levels of mastery (because of the "unrestricted" response conditions used in collecting the CCPI and MCAI data), the competence levels obtained during the in-progress assessment phase must be interpreted in relative rather than absolute terms (because of the "forced-choice" conditions used during data collections). Thus, at in-progress assessment the competence level designation, H, (for example) cannot be interpreted as indicating complete mastery of the Critical Competency in question. Rather, it must be viewed as simply indicating a "better" performance than that indicated by any of the other four competence level designations. Furthermore, although the competence levels obtained in post-assessment can be interpreted in absolute terms--i.e., H indicating "high," MH indicating "medium high," etc.--misjudgments

will be minimized by using the more conservative, or "safer," relative interpretation.

Materials required. This stage of the analysis requires the following:

1. Completed KAT score sheet (KAT-1)
2. Completed CCPI score sheet (CCPI-2), knowledge assessment
3. Completed CCPI score sheet (CCPI-2), self-assessment
4. Completed CCPI score sheet (CCPI-2), skills assessment
5. Completed CKEI score sheet (CKEI-1)
6. Completed MCAI score sheet (MCAI-2)
7. "Stage I Work Sheet for Estimating Competence Levels"

The Stage I work sheet (Item 7) is found in the accompanying booklet Workbook for In-Progress or Post-Assessment (Special Education Supervisor Training Project, 1975). NOTE: The CCIS data will not be needed until Stage I

Directions for transposing data to Stage I work sheet. The operations required for determining the competence levels are performed on the Stage I work sheet (Item 7, above). Before the work sheet can be used, however, the Critical Competency performance designations from the six score sheets (Items 1 through 6, above) must be recorded on it. Note that the work sheet contains twenty-four matrices, which correspond to the twenty-four Critical Competencies, and that each matrix consists of six columns, one for each score sheet listed above. Columns 1, 5, and 6 are for recording the Critical Competency performance designations from the KAT, CKEI, and MCAI. Columns 2, 3, and 4 are for recording the Critical Competency performance designations from the three CCPI assessors: knowledge assessor (KnA), self (Slf), and skills assessor (SkA).

The performance designation provided for each Critical Competency on each instrument score sheet is to be circled on the Stage I work sheet in

accordance with the directions given at the top of the work sheet. After a performance designation has been circled in each column of each matrix, the score sheets may be set aside because the procedures for estimating the competence levels will be carried out using only the completed Stage I work sheet. (Retain the score sheets for the KAT and the MCAI for use in Stage III.)

BEFORE PROCEEDING ANY FURTHER, TRANSPOSE THE PERFORMANCE DESIGNATIONS FROM THE INSTRUMENT SCORE SHEETS TO THE STAGE I WORK SHEET.

Directions for estimating competence levels. When all the data have been transposed to the Stage I work sheet, proceed with the estimation of competence levels which begins with Step 1 on the following page. For each step, read the directions carefully and perform the operations indicated.

Step 1,
Stage I

Competence Levels Determined from CCPI

IF, FOR A GIVEN CRITICAL COMPETENCY, THE PERFORMANCE DESIGNATIONS FROM THE THREE ADMINISTRATIONS OF THE CCPI ARE EITHER ALL "HIGH" (H) OR ALL "LOW" (L), THE COMPETENCE LEVEL FOR THAT CRITICAL COMPETENCY IS DETERMINED FROM THE CCPI DATA ALONE. OTHERWISE, DATA FROM OTHER SOURCES ARE ALSO UTILIZED. THE PURPOSE OF STEP 1 IS TO ASCERTAIN THE COMPETENCE LEVEL FOR AS MANY CRITICAL COMPETENCIES AS POSSIBLE FROM THE CCPI DATA. THE REMAINING COMPETENCE LEVELS ARE DERIVED IN STEPS 2 THROUGH 4.

REPEAT THE FOLLOWING PROCEDURE FOR EACH OF THE TWENTY-FOUR MATRICES ON THE WORK SHEET ("STAGE I WORK SHEET FOR ESTIMATING COMPETENCE LEVELS"). BEGIN WITH MATRIX A-1.

IF.....The designations circled in Columns 2, 3, & 4 are all H's,

then enter the letter "H" for C-Level at the top of the matrix.

OR IF.....The designations circled in Columns 2, 3, & 4 are all L's,

then enter the letter "L" for C-Level.

OTHERWISE.....Leave the C-Level blank.

CHECK WORK FOR ALL MATRICES BEFORE PROCEEDING TO STEP 2.

Step 2,
Stage I

Determination of Knowledge Levels

IF THE COMPETENCE LEVEL FOR A GIVEN CRITICAL COMPETENCY WAS NOT DETERMINED IN STEP 1, IT IS DERIVED FROM TWO INDICES REFERRED TO AS THE "KNOWLEDGE LEVEL" AND THE "SKILL LEVEL." THE KNOWLEDGE LEVEL IS DETERMINED IN STEP 2.

REPEAT THE FOLLOWING PROCEDURE FOR EVERY MATRIX THAT DOES NOT HAVE A LETTER ENTERED FOR C-LEVEL; IGNORE ANY MATRIX FOR WHICH THE C-LEVEL WAS DETERMINED IN STEP 1.

Enter the K-Level at the bottom of the matrix in accordance with the following table:

If.....	The designation in Column 1 is:	And the designation in Column 2 is:	Then the K-Level is:
	- - - H - - -	- - - H - - -	- - H - -
	- - - M - - -	- - - L - - -	- - L - -
	- - - L - - -	- - - M - - -	- - L - -
	- - - L - - -	- - - L - - -	- - L - -
Otherwise...	The K-Level is: - - - - - - -		- - M - -

WHEN STEP 2 IS COMPLETED, EITHER A C-LEVEL OR A K-LEVEL WILL HAVE BEEN ENTERED FOR EACH MATRIX, BUT NOT BOTH. CHECK WORK BEFORE PROCEEDING TO STEP 3.

Step 3,
Stage I

Determination of Skill Level:

AS STATED IN STEP 2, COMPETENCE LEVELS THAT WERE UNDETERMINED IN STEP 1 ARE DERIVED FROM THE TWO INDICES "KNOWLEDGE LEVEL" AND "SKILL LEVEL." THE KNOWLEDGE LEVELS WERE FOUND IN STEP 2. THE SKILL LEVELS ARE FOUND IN STEP 3.

STEP 3 PERTAINS TO EXACTLY THE SAME MATRICES AS STEP 2. REPEAT THE FOLLOWING PROCEDURE FOR EVERY MATRIX THAT DOES NOT HAVE A LETTER ENTERED FOR C-LEVEL; IGNORE MATRICES THAT DO HAVE THE C-LEVEL ENTERED.

Enter the S-Level at the bottom of the matrix in accordance with the following table:

If.....	The designation in Column 4 is:	And the designation in Column 5 is:	Then the S-Level is:
	- - - H - - -	- - - H - - -	- - H - -
	- - - M - - -	- - - L - - -	- - L - -
	- - - L - - -	- - - M - - -	- - L - -
	- - - L - - -	- - - L - - -	- - L - -
Otherwise...	The S-Level is: - - - - - - -		- - M - -

WHEN STEP 3 IS COMPLETED, EACH MATRIX THAT DOES NOT HAVE A C-LEVEL ENTERED WILL HAVE BOTH A K-LEVEL AND AN S-LEVEL ENTERED. THOSE MATRICES THAT DO HAVE A C-LEVEL ENTERED WILL HAVE NEITHER A K-Level NOR AN S-LEVEL ENTERED. CHECK WORK BEFORE PROCEEDING TO STEP 4.

Step 4,
Stage I

Determination of Remaining Competence Levels

IN STEP 4 THE COMPETENCE LEVELS THAT WERE NOT DETERMINED IN STEP 1 ARE DERIVED BY COMBINING THE KNOWLEDGE AND SKILL INDICES FOUND IN THE PREVIOUS TWO STEPS.

STEP 4 PERTAINS TO EXACTLY THE SAME MATRICES AS STEPS 2 & 3. REPEAT THE FOLLOWING PROCEDURE FOR EVERY MATRIX THAT DOES NOT HAVE A LETTER ENTERED FOR C-LEVEL; AGAIN, IGNORE MATRICES THAT ALREADY HAVE THE C-LEVEL ENTERED.

Enter C-Level in accordance with the following table:

If the K-Level is:	And the S-Level is:	Then the C-Level is:
- - H - -	- - H - -	- - H - -
- - H - -	- - M - -	- - MH - -
- - H - -	- - L - -	- - M - -
- - M - -	- - H - -	- - MH - -
- - M - -	- - M - -	- - M - -
- - M - -	- - L - -	- - ML - -
- - L - -	- - H - -	- - M - -
- - L - -	- - M - -	- - ML - -
- - L - -	- - L - -	- - L - -

WHEN STEP 4 IS COMPLETED, EACH OF THE TWENTY-FOUR MATRICES ON THE WORK SHEET WILL HAVE A C-LEVEL ENTERED AT THE TOP. CHECK WORK FOR STEP 4.

STEP 4 COMPLETES STAGE I OF THE COMPETENCY ANALYSIS. PROCEED TO STAGE II, WHICH FOLLOWS.

Stage II: Determination of Critical Competency Priorities

The purpose of Stage II is to produce a subset of six Critical Competencies that consists of those Critical Competencies with the highest priorities in terms of their general importance to you in planning professional growth activities. This objective is accomplished in Stage II by using procedures that combine each of the competence levels obtained in Stage I with two other measures: (a) a personal interest level, which is obtained from the CCIS and reflects your interest in and professional concern for the various Critical Competencies; and (b) a practitioner importance level, which represents the perceived importance of the Critical Competencies to practitioners and others currently working in public school education.

Materials required. This stage of the analysis requires the following:

1. Completed Critical Competency Interest Scale (CCIS)
2. Completed "Stage I Work Sheet for Estimating Competence Levels"
3. "Stage II Work Sheet for Determining Critical Competency Priorities"

The two work sheets (Items 2 & 3) are found in the accompanying booklet Workbook for In-Progress and Post-Assessment (Special Education Supervisor Training Project, 1975).

Directions for determining Critical Competency priorities. The operations required for determining the Critical Competency priorities consist of seven steps, which begin on the next page. Steps 1 and 2 are for identifying a preliminary set of twelve or more Critical Competencies from which the final set of six will be obtained in the remaining steps. Ordinarily, the preliminary set will consist primarily of Critical Competencies with "low" or "medium-low" competence levels; some assessees, however, may be

required to select Critical Competencies with higher competence levels in order to complete the preliminary set.

When you have the required materials on hand, proceed to Step 1. For each step read the directions carefully and perform the operations indicated.

Step 1,
Stage II

Identification of Critical Competencies with "Low" or "Medium-Low" Competence Levels

BOTH THE STAGE I AND STAGE II WORK SHEETS ARE NEEDED FOR STEP 1. IN STEP 1 THOSE CRITICAL COMPETENCIES WITH "LOW" (L) OR "MEDIUM-LOW" (ML) COMPETENCE LEVELS (AS INDICATED ON THE STAGE I WORK SHEET) WILL BE DESIGNATED ON THE STAGE II WORK SHEET.

REPEAT THE FOLLOWING PROCEDURE FOR EACH OF THE TWENTY-FOUR MATRICES ON THE STAGE I WORK SHEET. BEGIN WITH MATRIX A-1.

IF.....The C-Level is L or ML,

then circle the designation "L" or "ML" (as appropriate) in the 1st column of the corresponding matrix on the Stage II work sheet.

OTHERWISE.....Skip this matrix.

WHEN STEP 1 IS COMPLETED, THE STAGE II WORK SHEET WILL HAVE THE "L" OR "ML" (AS APPROPRIATE) CIRCLED IN THE 1ST COLUMN OF EACH MATRIX FOR WHICH THE COMPETENCE LEVEL DETERMINED IN STAGE I WAS "L" OR "ML." CHECK WORK BEFORE PROCEEDING TO STEP 2.

Step 2,
Stage II

Selection of Additional Competencies to Complete Preliminary Set

IF UPON COMPLETION OF STEP 1 THERE ARE FEWER THAN TWELVE MATRICES ON THE STAGE II WORK SHEET WITH A DESIGNATION (L OR ML) CIRCLED IN THE 1ST COLUMN, THEN THE ASSESSEE IS REQUIRED IN STEP 2 TO SELECT AS MANY ADDITIONAL CRITICAL COMPETENCIES AS NECESSARY TO BRING THE NUMBER TO TWELVE.

THE DETERMINATION OF WHICH CRITICAL COMPETENCIES ARE ADDED TO THE PRELIMINARY SET IS LEFT COMPLETELY TO THE ASSESSEE, AND SELECTIONS MAY BE BASED UPON ANY CRITERIA DEEMED APPROPRIATE. NO ADDITIONS ARE MADE IF THERE ARE ALREADY TWELVE OR MORE MATRICES WITH A DESIGNATION CIRCLED IN COLUMN 1 (I.E., IF THERE ARE MORE THAN TWELVE COMPETENCIES WITH C-LEVELS OF L OR ML).

IF.....The number of matrices on the Stage II work sheet with a designation (L or ML) circled in the 1st column is less than 12,

then repeat the following sequence as many times as needed to increase the number to exactly 12:

(a) Select an additional Critical Competency that you wish to be <u>considered</u> for inclusion in the final set of six.
(b) Find the competence level (C-Level) of the selected Critical Competency on the Stage I work sheet.
(c) Circle the competence level in the 1st column of the corresponding matrix on the Stage II work sheet.

OTHERWISE.....Skip directly to Step 3.

UPON COMPLETION OF STEP 2, A PRELIMINARY SET OF AT LEAST TWELVE MATRICES ON THE STAGE II WORK SHEET WILL HAVE A COMPETENCE LEVEL DESIGNATION CIRCLED IN THE 1ST COLUMN. THE NUMBER MAY BE GREATER THAN TWELVE IF STEP 2 WAS SKIPPED. CHECK WORK BEFORE PROCEEDING TO STEP 3.

Step 3,
Stage II

Recording Personal Interest Levels

THE COMPLETED CCIS IS REQUIRED FOR STEP 3. THE CCIS PROVIDES A NUMERICAL "INTEREST RANK" FOR EACH OF THE ORIGINAL TWENTY-FOUR CRITICAL COMPETENCIES. IN STEP 3 THE INTEREST RANKS FOR THOSE TWELVE OR MORE CRITICAL COMPETENCIES IN THE PRELIMINARY SET ON THE STAGE II WORK SHEET ARE CONVERTED TO LETTER DESIGNATIONS (PERSONAL INTEREST LEVELS) AND RECORDED ON THE STAGE II WORK SHEET.

USING THE CCIS AND THE STAGE II WOKK SHEET, REPEAT THE FOLLOWING PROCEDURE FOR EACH CRITICAL COMPETENCY MATRIX IN THE PRELIMINARY SET. IGNORE EMPTY MATRICES.

Circle the personal interest level in the 2nd column of the matrix (headed "Int-Level") in accordance with the following table:

If the interest rank from the CCIS is:	Then the Int-Level is:
1 to 5	H
6 to 10	MH
11 to 14	M
15 to 19	ML
20 to 24	L

WHEN STEP 3 IS COMPLETED, EACH MATRIX ON THE STAGE II WORK SHEET WITH A DESIGNATION CIRCLED IN THE 1ST COLUMN (THE PRELIMINARY SET) WILL ALSO HAVE A DESIGNATION CIRCLED IN THE 2ND COLUMN. CHECK WORK BEFORE PROCEEDING TO STEP 4.

Step 4,
Stage II

Recording Practitioner Importance Levels

IN STEP 4 THE PRACTITIONER IMPORTANCE LEVELS FOR THOSE TWELVE OR MORE CRITICAL COMPETENCIES IN THE PRELIMINARY SET ARE RECORDED ON THE STAGE II WORK SHEET.

THE PRACTITIONER IMPORTANCE LEVELS ARE FOUND IN APPENDIX A (PAGE 36). REPEAT THE FOLLOWING PROCEDURE FOR EACH CRITICAL COMPETENCY MATRIX IN THE PRELIMINARY SET. IGNORE EMPTY MATRICES.

(a) Turn to Page 36, read the introduction to Appendix A, and find the appropriate practitioner importance level in the table.
(b) Transpose the practitioner importance level from the table to the Stage II work sheet by circling the appropriate letter designation in the 3rd column (headed "Imp-Level") of the corresponding matrix on the work sheet.

WHEN STEP 4 IS COMPLETED, EACH MATRIX ON THE STAGE II WORK SHEET WITH A DESIGNATION CIRCLED IN THE 1ST AND 2ND COLUMNS (THE PRELIMINARY SET) WILL ALSO HAVE A DESIGNATION CIRCLED IN THE 3RD COLUMN. CHECK WORK BEFORE PROCEEDING TO STEP 5.

Step 5,
Stage II

Reduction of the Preliminary Set of Critical Competencies

IN STEPS 3 & 4, TWO KINDS OF INFORMATION CONSIDERED IMPORTANT IN DETERMINING CRITICAL COMPETENCY PRIORITIES WERE RECORDED ON THE STAGE II WORK SHEET. IN STEP 5, THIS INFORMATION IS USED TO TRY TO ELIMINATE CERTAIN CRITICAL COMPETENCIES FROM FURTHER CONSIDERATION FOR INCLUSION IN THE FINAL SET.

USING ONLY THE STAGE II WORK SHEET, REPEAT THE FOLLOWING PROCEDURE FOR ALL CRITICAL COMPETENCIES IN THE PRELIMINARY SET. IGNORE EMPTY MATRICES.

Place a check mark in the box (☑) at the top of the matrix if and only if:

The designation in the 2nd column is:	and	The designation in the 3rd column is:
L		H
ML		H or MH
M		H or MH or M
MH		H or MH or M or ML
H		H or MH or M or ML or L

WHEN STEP 5 IS COMPLETED, ALL MATRICES ON THE STAGE II WORK SHEET THAT ARE CHECKED AT THE TOP (IF ANY) ARE RETAINED FOR POSSIBLE INCLUSION IN THE FINAL SET OF SIX. UNCHECKED MATRICES BELONGING TO THE PRELIMINARY SET ARE ELIMINATED FROM FURTHER CONSIDERATION. CHECK WORK BEFORE PROCEEDING TO STEP 6.

Step 6,
Stage II

Further Selection of Additional Critical Competencies

AS STATED EARLIER, THE OBJECTIVE OF STAGE II IS TO ARRIVE AT A FINAL SUBSET OF SIX CRITICAL COMPETENCIES. HOWEVER, THE REDUCTION IN STEP 5 MAY HAVE LEFT FEWER THAN SIX CRITICAL COMPETENCIES IN THE FINAL SUBSET. THE PURPOSE OF STEP 6 IS TO INSURE THAT THERE WILL BE SIX COMPETENCIES IN THE FINAL SUBSET.

IF.....The number of matrices checked on the Stage II work sheet in Step 5 is less than 6,

then repeat the following sequence as many times as needed to increase the number to exactly 6:

(a) Using any criteria desired, select another Critical Competency that you wish to be considered for inclusion in the final set of 6. (Do not reselect a Critical Competency from the preliminary set.)
(b) Find the competence level (C-Level) of the selected Critical Competency on the Stage I work sheet.
(c) Circle the competence level in the 1st column of the corresponding matrix on the Stage II work sheet.
(d) Refer to the CCIS and to the table in Step 3 to obtain the personal interest level (Int-Level) of the selected Critical Competency.
(e) Circle the personal interest level in the 2nd column of the appropriate matrix on the Stage II work sheet.
(f) Refer to Appendix A to obtain the practitioner importance level (Imp-Level) of the Selected Critical Competency.
(g) Circle the practitioner importance level in the 3rd column of the appropriate matrix on the Stage II work sheet.
(h) Place a check mark in the box at the top of the matrix for the selected Critical Competency (on the Stage II work sheet) according to the rule given in Step 5. If you do not check the matrix for the selected Critical Competency, or if the number of matrices checked is still less than 6, go back to (a) above.

OTHERWISE.....Skip directly to Step 7 (i.e., skip to Step 7 if the number of matrices checked in Step 5 was 6 or more).

WHEN STEP 6 IS COMPLETED, AT LEAST SIX MATRICES ON THE STAGE II WORK SHEET WILL BE CHECKED. CHECK WORK BEFORE PROCEEDING TO STEP 7.

Step 7,
Stage II

Determination of Critical Competency Priorities

IN STEP 7 THE ASSESSEE ASSIGNS A PRIORITY RANK TO EACH OF THE CRITICAL COMPETENCIES CHECKED ON THE STAGE II WORK SHEET. THESE FINAL PRIORITY DECISIONS ARE ENTIRELY SUBJECTIVE. NEVERTHELESS, THE ASSESSEE SHOULD CAREFULLY CONSIDER THE COMPETENCE LEVEL, PERSONAL INTEREST LEVEL, PRACTITIONER IMPORTANCE LEVEL, AND OTHER PERSONALLY RELEVANT FACTORS BEFORE MAKING THE FINAL DECISION FOR EACH CRITICAL COMPETENCY.

(a) Select from among the Critical Competencies checked on the Stage II work sheet the one you consider to have the highest priority in planning further professional training activities.
(b) Enter a rank of "1" for P-Rank in the upper left-hand corner of the corresponding matrix on the Stage II work sheet.
(c) In a similar manner, rank the remaining Critical Competencies checked on the work sheet, entering numbers (2, 3, etc.) for P-Rank in descending order of priority.

WHEN STEP 7 IS COMPLETED, EACH CRITICAL COMPETENCY MATRIX WITH A CHECK IN THE BOX AT THE TOP WILL HAVE A NUMBER ENTERED FOR P-RANK. CHECK WORK FOR STEP 7.

STEP 7 COMPLETES STAGE II OF THE COMPETENCY ANALYSIS, THE PURPOSE OF WHICH WAS TO PRODUCE A SUBSET OF SIX HIGH PRIORITY CRITICAL COMPETENCIES. THIS SUBSET CONSISTS OF THOSE COMPETENCIES WITH P-RANKS OF 1, 2, 3, 4, 5 & 6. THESE SIX CRITICAL COMPETENCIES WILL BE CONSIDERED IN GREATER DETAIL IN STAGE III, WHICH FOLLOWS.

Stage III (1st Part): Diagnosis of Competency Needs

Stage III differs somewhat from the previous two stages of the competency analysis in that it consists of two parts, each with a distinct set of operations and procedures. The diagnostic procedures that compose the first part consist of reviewing the Major Competencies associated with each of the six high priority Critical Competencies identified in Stage II. This review involves comparing the Major Competency performance scores from the KAT and MCAI for the purpose of identifying specific areas of knowledge or skill deficiency within each of the six high priority Critical Competencies. The comparisons will result in one of four diagnoses for each Major Competency: (a) no deficiency indicated; (b) skill deficiency; (c) knowledge deficiency; (c) both knowledge and skill deficiencies. In the second part of Stage III, beginning on Page 31, these diagnoses will serve as guides for selecting particular Critical and Major Competencies to be emphasized in planning your personal program of professional growth.

Materials required for diagnosing competency needs. The diagnostic procedures require the following:

1. Completed MCAI score sheet (MCAI-2)
2. Completed KAT score sheet (KAT-1)
3. Completed "Stage II Work Sheet for Determining Critical Competency Priorities"
4. Six copies of the "Stage III Work Sheet for Diagnosing Competency Needs and Planning Training Activities"
5. Professional Supervisory Competencies, Special Education Supervisor Training Project Document #7 (Revised, 1975).

The Stage III work sheets (Item 4) are found in the accompanying booklet Workbook for In-Progress and Post-Assessment (Special Education Supervisor Training Project, 1975). The purpose of these work sheets is threefold:

to provide a convenient place for summarizing the relevant information regarding the six Critical Competencies assigned the highest priority ranks (1 through 6) in Stage II; to aid in diagnosing particular competency needs; and to provide a permanent record of planned training activities aimed at serving these needs.

Directions for diagnosing competency needs. The diagnostic procedures are performed in five sequential steps beginning with Step 1 on the next page. With the required materials on hand, read the directions carefully and perform the indicated operations.

Step 1,
Stage III

Transcription of Competency Statements

IN ORDER TO COMPLETE STEP 1, IT IS NECESSARY TO REFER TO THE SPECIAL EDUCATION SUPERVISOR TRAINING PROJECT DOCUMENT ENTITLED PROFESSIONAL SUPERVISORY COMPETENCIES (DOCUMENT #7, REVISED, 1975).

REPEAT THE FOLLOWING SEQUENCE FOR EACH OF THE SIX CRITICAL COMPETENCIES HAVING PRIORITY RANKS FROM 1 THROUGH 6 (SEE STAGE II, STEP 7, PAGE 23). USE A SEPARATE STAGE III WORK SHEET FOR EACH CRITICAL COMPETENCY.

(a) Find the Critical and associated Major Competency statements in Appendix B of Document #7 (p. 53 ff.).
(b) Write or type the Critical Competency number, title, and statement (in full) at the top of a Stage III work sheet.
(c) In the spaces provided on the front and back of the same work sheet, write or type the full statement of each of the Major Competencies associated with the Critical Competency.

WHEN STEP 1 IS COMPLETED, EACH OF THE SIX STAGE III WORK SHEETS WILL CONTAIN THE FULL STATEMENT OF ONE OF THE SIX HIGH PRIORITY CRITICAL COMPETENCIES AND THE FULL STATEMENTS OF ALL OF THE ASSOCIATED MAJOR COMPETENCIES. CHECK WORK BEFORE PROCEEDING TO STEP 2.

Step 2,
Stage III

Transference of Summary Data

THE PURPOSE OF STEP 2 IS TO TRANSFER SUMMARY DATA FOR THE SIX HIGH PRIORITY CRITICAL COMPETENCIES FROM THE STAGE II WORK SHEET TO THE SIX STAGE III WORK SHEETS.

REFERRING TO THE STAGE II WORK SHEET, REPEAT THE FOLLOWING SEQUENCE FOR EACH OF THE SIX STAGE III WORK SHEETS (I.E. FOR EACH OF THE SIX HIGH PRIORITY CRITICAL COMPETENCIES).

(a) Enter the competence level (C-Level) and priority rank (P-rank) of the Critical Competency on the top line of the appropriate Stage III work sheet.
(b) Enter the personal interest level (Int-Level) and practitioner importance level (Imp-Level) on the line under the Critical Competency statement.

WHEN STEP 2 IS COMPLETED, ALL OF THE RECORDED DATA ON THE STAGE II WORK SHEET REGARDING THE SIX HIGH PRIORITY CRITICAL COMPETENCIES WILL HAVE BEEN TRANSFERRED TO THE STAGE III WORK SHEETS. CHECK WORK BEFORE PROCEEDING TO STEP 3.

Step 3,
Stage III

Transferring KAT Major Competency Performance Designations

IN STEP 3 THE MAJOR COMPETENCY PERFORMANCE DESIGNATIONS FOR THE MAJOR COMPETENCIES ASSOCIATED WITH EACH OF THE SIX HIGH PRIORITY CRITICAL COMPETENCIES ARE TRANSFERRED FROM THE "SCORE SHEET FOR THE KNOWLEDGE ASSESSMENT TEST" (KAT-1) TO THE STAGE III WORK SHEETS.

REPEAT THE FOLLOWING SEQUENCE FOR EACH OF THE MAJOR COMPETENCIES ASSOCIATED WITH THE CRITICAL COMPETENCIES ON THE SIX STAGE III WORK SHEETS.

(a) Locate the Major Competency performance designation (H or L) on the KAT score sheet (KAT-1). Care should be taken not to confuse the Major and Critical Competency performance designations.
(b) Transfer this performance designation to the appropriate Stage III work sheet by circling "H" or "L" under the heading "KAT" in the Diagnostic Data block for the Major Competency.

WHEN STEP 3 IS COMPLETED, ALL OF THE MAJOR COMPETENCY PERFORMANCE DESIGNATIONS ASSOCIATED WITH THE SIX HIGH PRIORITY CRITICAL COMPETENCIES WILL HAVE BEEN TRANSFERRED FROM THE KAT SCORE SHEET TO THE APPROPRIATE STAGE III WORK SHEETS.

Step 4,
Stage III

Obtaining Major Competency Performance Designations from the MCAI

IN STEP 4 MAJOR COMPETENCY PERFORMANCE DESIGNATIONS ARE DERIVED FROM THE MCAI PERFORMANCE ESTIMATES AND RECORDED ON THE STAGE III WORK SHEETS.

REPEAT THE FOLLOWING SEQUENCE FOR EACH MAJOR COMPETENCY ASSOCIATED WITH THE HIGH PRIORITY CRITICAL COMPETENCIES ON THE SIX STAGE III WORK SHEETS.

(a) Locate the Major Competency performance estimate (1, 2, 3, 4, 5, or 6) on the MCAI score sheet.
(b) This numerical estimate is converted to a performance designation as follows: If the estimate is 1, 2, 3, or 4, then the performance designation is "L"; otherwise (i.e., if the estimate is 5 or 6), the designation is "H."
(c) Record the converted performance estimate on the appropriate Stage III work sheet by circling "H" or "L" under the heading "MCAI" in the Diagnostic Data block for this Major Competency.

WHEN STEP 4 IS COMPLETED, A PERFORMANCE DESIGNATION WILL HAVE BEEN DERIVED FROM THE MCAI PERFORMANCE ESTIMATE FOR EACH MAJOR COMPETENCY ASSOCIATED WITH THE SIX HIGH PRIORITY CRITICAL COMPETENCIES AND RECORDED ON THE APPROPRIATE STAGE III WORK SHEET.

Step 5,
Stage III

Diagnosis of Competency Need

IN STEP 5 THE KAT AND MCAI MAJOR COMPETENCY PERFORMANCE DESIGNATIONS ARE COMPARED FOR THE PURPOSE OF DETERMINING AREAS OF COMPETENCY NEED WITHIN EACH MAJOR COMPETENCY.

REPEAT THE FOLLOWING PROCEDURE FOR EACH MAJOR COMPETENCY LISTED ON THE SIX STAGE III WORK SHEETS.

Check the appropriate space under the heading "Diagnosis of Competency Need" in accordance with the following:

If the KAT designation is:	And the MCAI designation is:	Then the area of competency need is:
- - - H - - -	- - - H - - -	- None Indicated
- - - H - - -	- - - L - - -	- Skills
- - - L - - -	- - - H - - -	- Knowledge
- - - L - - -	- - - L - - -	- Both Knowledge & Skills

WHEN STEP 5 IS COMPLETED, A CHECK MARK WILL HAVE BEEN ENTERED IN ONE OF THE FOUR BRACKETED SPACES UNDER THE HEADING "DIAGNOSIS OF COMPETENCY NEED" FOR EACH MAJOR COMPETENCY ON THE STAGE III WORK SHEETS. CHECK WORK BEFORE PROCEEDING.

STEP 5 COMPLETES THE FIRST PART OF STAGE III. PROCEED TO THE NEXT PART WHICH FOLLOWS.

Stage III (2nd Part): Planning Training Activities

The second part of Stage III contains suggestions for using the assessment data in planning training activities. This part of the competency analysis should be conducted as a joint decision-making exercise between you (the assessee/trainee) and a cooperating planner who will serve as your training advisor. The cooperating planner should be a person (or persons) familiar with the Critical Competencies and with the availability of learning resources. This person could be the knowledge or skills assessor identified during data collection or another individual who is willing to assist in planning your training experiences.

Materials required. The planning procedures require the following:

1. The six Stage III work sheets (partially completed)
2. A Selected Bibliography for Professional Supervisory Competencies, Special Education Supervisor Training Project Document #8
3. A Directory of Competency-Guided Supervisory Training Materials for Independent Study, Special Education Supervisor Training Project Document #9
4. Guides to local resources (locally available bibliographies, course offerings of local training institutions, etc.)

Directions for planning training activities. At this point in the competency analysis, the six Stage III work sheets contain full statements of the high priority Critical Competencies and their associated Major Competencies, the summary data from the Stage II work sheet, and the indicated competency needs. The Stage III work sheets will be completed in the steps that follow.

The Stage III work sheets each contain spaces for recording selected training activities and projected target dates for completion of these activities. Procedures for selecting the activities are described in two steps beginning with Step 6 on the next page. With the required materials on hand, read the directions and perform the indicated operations.

Step 6,
Stage III

Interpreting Diagnostic Results

IN STEP 6 THE ASSESSEE AND THE COOPERATING PLANNER(S) TOGETHER REVIEW AND DISCUSS THE PARTIALLY COMPLETED STAGE III WORK SHEETS FOR THE PURPOSE OF CHOOSING CERTAIN MAJOR COMPETENCIES TO BE EMPHASIZED IN PLANNING TRAINING ACTIVITIES. THE NUMBER OF COMPETENCIES CHOSEN WILL DEPEND UPON THE COMPETENCY NEEDS OF THE INDIVIDUAL ASSESSEE AND THE AVAILABILITY OF LEARNING RESOURCES.

REPEAT THE FOLLOWING PROCEDURE FOR EACH OF THE STAGE III WORK SHEETS (I.E., EACH OF THE SIX HIGH PRIORITY CRITICAL COMPETENCIES).

(a) Review the Critical and Major Competency Statements and discuss the implications of the indicated competency needs using the interpretations below. (Note: The cautions discussed on Page 7 regarding the interpretation of competence levels should also be exercised when interpreting the diagnoses.)

Knowledge Deficiency: Diagnostic results indicate performance can be strengthened by emphasizing development of cognitive-conceptual factors. Suggested activities include: selected reading, academic course work, field observations, discussions of basic theoretical issues, etc.

Skill Deficiency: Diagnostic results indicate performance can be strengthened by emphasizing development of applied techniques required to translate knowledge into successful practice and implementation. Suggested activities include: structured simulations, laboratory training, opportunities to assist skilled practitioners, guided practice, etc.

No Deficiency Indicated: Diagnostic results indicate that both knowledge and skills are high. Therefore, a Major Competency diagnosed in this category should probably be emphasized less than Major Competencies with deficiencies indicated.

(b) Decide which Major Competencies should be given the most attention in planning training activities.

WHEN STEP 6 IS COMPLETED, THE ASSESSEE AND THE COOPERATING PLANNER(S) WILL HAVE CHOSEN A NUMBER OF MAJOR COMPETENCIES TO BE EMPHASIZED IN PLANNING TRAINING ACTIVITIES.

Step 7,
Stage III

Selecting Training Activities

THE PURPOSE OF STEP 7 IS TO DESIGN THE ASSESSEE'S PROGRAM OF PROFESSIONAL TRAINING ACTIVITIES. THIS INVOLVES WORKING WITH THE COOPERATING PLANNER(S) TO SELECT ACTIVITIES RELATED TO THE INDICATED DEFICIENCY AREAS FOR THE MAJOR COMPETENCIES CHOSEN IN STEP 6.

REPEAT THE FOLLOWING PROCEDURE FOR EACH MAJOR COMPETENCY CHOSEN IN STEP 6.

(a) Refer to the two Special Education Supervisor Training Project documents (#8 & #9) and to other locally available resource guides for examples of competency-keyed learning resources and materials.

(b) Select one of more training activities related to the diagnosed deficiency area. List these activities in the space provided on the Stage III work sheet.

(c) Decide on a tentative date for completing each planned training activity and record the dates in the space provided on the Stage III work sheet. (Target dates will depend on such considerations as the availability of resources, time commitments of the assessee, etc.).

WHEN STEP 7 IS COMPLETED, THE ASSESSEE'S PROPOSED TRAINING PROGRAM WILL BE OUTLINED ON THE STAGE III WORK SHEETS.

STEP 7 COMPLETES STAGE III OF THE COMPETENCY ANALYSIS. THE COMPLETED STAGE III WORK SHEETS CONSTITUTE A PERMANENT RECORD OF THE ASSESSEE'S COMPETENCY ANALYSIS. BOTH THE ASSESSEE AND THE COOPERATING PLANNER(S) CAN USE THE WORK SHEETS THROUGHOUT THE TRAINING PERIOD AS AN AID IN EVALUATING THE TRAINEE'S PROGRESS AND IN MAINTAINING A FOCUS ON THE OVERALL LEARNING OBJECTIVES.

CONCLUSION

With the completion of Stage III this phase of the Diagnostic Assessment System is concluded.

To summarize briefly, Stage I contained procedures for obtaining an estimate of your current level of functioning with respect to each of the twenty-four Critical Competencies. In Stage II a set of six high priority Critical Competencies were identified and ranked according to their importance for a proposed program of training. In the first part of Stage III, the Major Competencies associated with each high priority Critical Competency were examined in detail. This diagnostic procedure was intended to suggest areas of performance that should be strengthened in order to improve overall competence. Finally, the second part of Stage III contained suggestions for using the diagnostic data in planning specific training activities.

The Diagnostic Assessment System has been designed for use in conjunction with a competency-guided training model in which competencies serve to "guide" or direct the development of effective educational strategies. The assessment system has not, by itself, offered specific training prescriptions. Instead, the system has served to focus attention on a limited array of competencies that should be emphasized in prescribing training activities; the prescriptions have been left up to you the assessee, and your advisors. In this way, the system assures that each assessee is continually placed at the center of the inquiry process and given a major portion of the responsibility for selecting and pursuing further training options.

APPENDICES

APPENDIX A

In Stage II of the competency analysis three measures (competence level, personal interest level, and practitioner importance level) are combined to obtain a composite priority ranking of the twenty-four Critical Competencies. The competence level and interest level data are derived from the assessee's completed assessment instruments. The third measure, practitioner importance level, can be provided by a variety of different reference groups (local, statewide, national, etc.) representing various professional perspectives (teachers, peer supervisors, administrators, etc.).

The practitioner importance levels provided in the table below are based on the mean ranks of responses combining perceptions of "actual" and "ideal" practice from a national sample of special education supervisors.* Unless otherwise instructed, the assessee should use the ranks provided in the table below to complete Step 4 of Stage II (see Page 20).

Practitioner Importance Levels

Special Education Supervisors in the United States

Critical Competency Number	Practitioner Importance Level
A-1	M
A-2	ML
A-3	M
B-1	ML
B-2	ML
B-3	L
C-1	H
C-2	H
C-3	MH
D-1	M
D-2	L
D-3	M

Critical Competency Number	Practitioner Importance Level
E-1	MH
E-2	MH
E-3	M
E-4	M
F-1	H
F-2	MH
F-3	ML
F-4	M
F-5	MH
G-1	H
G-2	M
G-3	L

*Gruber, Susan, Regional Differences in the Ranking of SEST Critical Competencies for Special Education Supervisors, Unpublished Dissertation, University of Denver, Colorado, 1974.

APPENDIX B

Available Publications and Materials from the Special Education Supervisor Training Project

Technical Documents

Professional Supervisory Competencies, Document #7 (Revised), Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

A Selected Bibliography for Professional Supervisory Competencies, by B. M. Harris and C. Martinez, Document #8, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

A Directory of Competency-Guided Supervisory Training Materials for Independent Study, by C. Martinez and B. M. Harris, Document #9, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Independent Study Training Materials for Professional Supervisory Competencies, Document #10, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975 (see next page)

A Diagnostic Assessment System for Professional Supervisory Competencies, by M. C. Evans, B. M. Harris, and R. L. Palmer, Document #11, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Procedural Manual for Pre-Assessment, by M. C. Evans, R. L. Palmer, and B. M. Harris, Document #12a, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Procedural Manual for In-Progress and Post-Assessment, by M. C. Evans, R. L. Palmer, and B. M. Harris, Document #12b, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Program Design Manual for Professional Supervisory Competencies, by B. M. Harris, J. D. King, and J. R. Yates, Document #13, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

APPENDIX B

(Cont'd)

Competency-Keyed Training Materials (Document #10)

Critical Competency Number	Document Title & Reference
A-1	The Delphi Technique for Curriculum Planning, by J. M. Duckett, Document #10a, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
A-2	Designing a Concept Development Unit, by D. R. Townsend, Document #10b, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
B-1	Materials Selection, by J. DeLuca, Document #10d, Special Education Supervisor Training Project Austin, Texas: University of Texas, 1975
B-3	Designing a Study of Available Resources, by B. G. Herring, Document #10c, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
C-1	Developing Job Descriptions, by K. E. McIntyre, Document #10e, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
C-2	Selecting Personnel for a New School Program, by K. E. McIntyre, Document #10f, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
D-1	Self-Instructional Module on Time Utilization, by C. Giesecke, J. D. King, and P. Miller, Document #10g, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
G-1	Preparing School News Releases for the Media, by S. M. DeLuca, Document #10i, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

APPENDIX B

(Cont'd)

Consumable Assessment Materials

Critical Competency Performance Inventory (CCPI), by Ben M. Harris, Darryl Townsend, Michael Evans and Howard Sanford

Major Competency Performance Inventory (MCAI), by Ben M. Harris, Darryl Townsend, Michael Evans and Howard Sanford

Competency-Keyed Experience Inventory (CKEI), by Ben M. Harris, Ellen Bell, Michael C. Evans and Eliseo Ruiz

Knowledge Assessment Test (KAT), by Narveline Drennan, Ben M. Harris, and Ellen V. Bell

Critical Competency Interest Scale (CCIS), by Michael C. Evans and Ben M. Harris

Workbook for Pre-Assessment, by Richard L. Palmer, Michael C. Evans and Ben M. Harris

Workbook for In-Progress and Post-Assessment, Richard L. Palmer, Michael C. Evans and Ben M. Harris

A Diagnostic Assessment System for Professional Supervisory Competencies

WORKBOOK

FOR

IN-PROGRESS AND POST-ASSESSMENT

By

Richard L. Palmer, Michael C. Evans

and Ben M. Harris

Name of Person Being Assessed_____

Position_____

Social Security Number_____ Date_____

Assessment Phase: (Check one) ☐ In-Progress ☐ Post

Special Education Supervisor Training Project

The University of Texas at Austin

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EC 082602

STAGE I WORK SHEET FOR ESTIMATING COMPETENCE LEVELS

This work sheet consists of two pages containing twenty-four data matrices. Each matrix corresponds to a Critical Competency and is identified by the competency number in the upper left-hand corner (e.g., A-1). The number in parentheses beneath the competency number, e.g. (7), corresponds to the number at the top of each Critical Competency Statement in the CCPI (CCPI-1) and to the row number on the CCPI score sheet (CCPI-2). The columns of the matrices are for recording the performance designations from the assessment instrument score sheets. In each matrix, circle the one letter in each column that represents the performance designation from the corresponding score sheet. When all of the data are recorded, turn to page 10 of the Procedural Manual for In-Progress and Post-Assessment (Document #12b, Special Education Supervisor Training Project) for further instructions.

A-1: Set Instrctnl Goals
(7) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

A-2: Dsgn Instrctnl Goals
(15) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

A-3: Dvlp/Adapt Curricula
(20) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

B-1: Eval/Sel Lrn Mtrls
(1) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

B-2: Produce Lrn Mtrls
(8) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

B-3: Eval/Util Lrn Resrcs
(11) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

C-1: Dvlp Staffing Plan
(17) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

C-2: Recruit/Sel Prsnnl
(21) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

C-3: Assign Prsnnl
(23) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

D-1: Rvse Exist Structure
(2) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

D-2: Assimilate Programs
(18) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

D-3: Monitor New Arrngmnts
(22) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

STAGE I WORK SHEET FOR ESTIMATING COMPETENCE LEVELS

(Cont'd)

E-1: Anal/Secure Services
(19) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

E-2: Ornt/Util Spc Prsnnl
(24) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

E-3: Schedule Services
(3) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	KnA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

E-4: Eval Util Services
(12) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

F-1: Suprvs in Clin Mode
(4) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

F-2: Plan Indiv Growth
(9) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

F-3: Dsgn In-Ser Trn Ses
(13) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

F-4: Cond In-Ser Trn Ses
(5) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

F-5: Trn for Ldrshp Roles
(14) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

G-1: Inform Public
(16) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

G-2: Involve Public
(10) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

G-3: Util Public Opinion
(6) C-Level:( )

KAT	CCPI			CKEI	MCAI
	KnA	S1f	SkA		
(1)	(2)	(3)	(4)	(5)	(6)
H	H	H	H	H	H
M	M	M	M	M	M
L	L	L	L	L	L

K-Level:( ) S-Level:( )

STAGE II WORK SHEET FOR DETERMINING CRITICAL COMPETENCY PRIORITIES

This work sheet consists of two pages containing twenty-four data matrices. Each matrix corresponds to a Critical Competency and is identified by the competency number in the upper left-hand corner (e.g., A-1). The columns of the matrices are for recording priority ranks for each of three measures. This work sheet is used in conjunction with the directions for determining Critical Competency Priorities which begin on page 15 of the Procedural Manual for In-Progress and Post-Assessment (Document #12b, Special Education Supervisor Training Project).

A-1: Set Instrctnl Goals
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

A-2: Dsgn Instrctnl Goals
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

A-3: Dvlp/Adapt Curricula
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

B-1: Eval/Sel Lrn Mtrls
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

B-2: Produce Lrn Mtrls
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

B-3: Eval/Util Lrn Resrcs
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

C-1: Dvlp Staffing Plan
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

C-2: Recruit/Sel Prsnnl
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

C-3: Assign Prsnnl
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

D-1: Rvse Exist Structure
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

D-2: Assimilate Programs
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

D-3: Monitor New Arrngmnt
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

STAGE II WORK SHEET FOR DETERMINING CRITICAL COMPETENCY PRIORITIES

(Cont'd)

E-1: Anal/Secure Services
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

E-2: Ornt/Util Spc Prsnnl
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

E-3: Schedule Services
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

E-4: Eval Util Services
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

F-1: Suprvs in Clin Mode
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

F-2: Plan Indivl Growth
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

F-3: Dsgn In-Serv Trn Ses
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

F-4: Cond In-Serv Trn Ses
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

F-5: Trn for Ldrshp Roles
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

G-1: Inform Public
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

G-2: Involve Public
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

G-3: Util Public Opinion
P-Rank:( )

C Level	Int Level	Imp Level
H	H	H
MH	MH	MH
M	M	M
ML	ML	ML
L	L	L

STAGE III WORK SHEET FOR DIAGNOSING COMPETENCY NEEDS AND PLANNING TRAINING ACTIVITIES

Critical Competency (#) Competence Level: ( ) Priority Rank: ( )

Title:

Competency Statement: _____

Personal Interest Level: ( ) Practitioner Importance Level: ( )

a. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

b. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

c. Major Competency Statement: _____

_____

_____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

d. Major Competency Statement: _____

_____

_____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

STAGE III WORK SHEET FOR DIAGNOSING COMPETENCY NEEDS AND PLANNING TRAINING ACTIVITIES

Critical Competency (#) Competence Level: ( ) Priority Rank: ( )

Title:

Competency Statement:

Personal Interest Level: ( ) Practitioner Importance Level: ( )

a. Major Competency Statement:

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

b. Major Competency Statement:

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

c. Major Competency Statement: _____

_____

_____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

d. Major Competency Statement: _____

_____

_____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

STAGE III WORK SHEET FOR DIAGNOSING COMPETENCY NEEDS AND PLANNING TRAINING ACTIVITIES

Critical Competency (#) Competence Level: ( ) Priority Rank: ( )

Title:

Competency Statement: _____

Personal Interest Level: ( ) Practitioner Importance Level: ( )

a. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

b. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

c. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

d. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

STAGE III WORK SHEET FOR DIAGNOSING COMPETENCY NEEDS AND PLANNING TRAINING ACTIVITIES

Critical Competency (#) Competence Level: ( ) Priority Rank: ( )

Title:

Competency Statement:

Personal Interest Level: ( ) Practitioner Importance Level: ( )

a. Major Competency Statement:

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI					
H	L	H	L	No deficiencies indicated [ ]		Skill deficiency [ ]	
				Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

b. Major Competency Statement:

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI					
H	L	H	L	No deficiencies indicated [ ]		Skill deficiency [ ]	
				Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

c. Major Competency Statement: _____

_____

_____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

d. Major Competency Statement: _____

_____

_____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

STAGE III WORK SHEET FOR DIAGNOSING COMPETENCY NEEDS AND PLANNING TRAINING ACTIVITIES

Critical Competency (#) Competence Level: ( ) Priority Rank: ( )

Title:

Competency Statement: _____

Personal Interest Level: ( ) Practitioner Importance Level: ( )

a. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

b. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated [ ]		Skill deficiency [ ]	
H	L	H	L	Knowledge & skill deficiencies [ ]		Knowledge deficiency [ ]	

Planned Training Activities:	Target Date

c. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date

d. Major Competency Statement: _____

Diagnostic Data				Diagnosis of Competency Need			
KAT		MCAI		No deficiencies indicated	[ ]	Skill deficiency	[ ]
H	L	H	L	Knowledge & skill deficiencies	[ ]	Knowledge deficiency	[ ]

Planned Training Activities:	Target Date